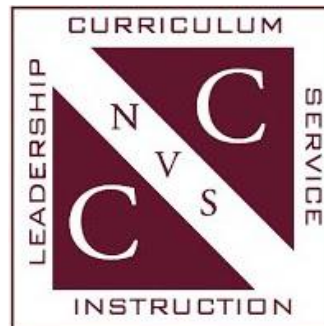


**NORTHERN VALLEY SCHOOLS CONSORTIUM
OFFICE OF CURRICULUM AND INSTRUCTION**

LIBRARY/MEDIA CURRICULUM GUIDE

K – 12



Born On: June, 2017
Edits to Preface: August, 2021

NORTHERN VALLEY SCHOOLS CONSORTIUM

Office of Curriculum and Instruction

Member Districts

Closter

Demarest

Harrington Park

Haworth

Northvale

Norwood

Old Tappan

Northern Valley Regional

Bergen County, NJ

**Northern Valley Schools
Library/Media
Curriculum Guide**

K-12

**Office Of Curriculum And Instruction
Northern Valley Schools
Curriculum Center
Demarest, New Jersey 07627**

**Ms. Kathleen O'Flynn, Director
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Northern Valley Schools Consortium

Chief School Administrators

Mr. Vincent McHale	Closter
Mr. Michael Fox	Demarest
Dr. Adam Fried	Harrington Park
Dr. Peter Hughes	Haworth
Mr. Michael Pinajian	Northvale
Mr. Kevin Ulmer	Norwood
Dr. Danielle Da Giau	Old Tappan
Mr. James Santana	Northern Valley Regional High School District

Library/Media Curriculum Committee

2016

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Janice Cooper	Library/Media Specialist	Northern Valley Regional H.S., Old Tappan
Dr. Robert J. Price	Director of Curriculum And Instruction	Northern Valley Schools

Preface and Acknowledgments

Continuing a long tradition, the Northern Valley Schools have collaboratively worked to revise curriculum based on NJDOE approved standards. Teams of teachers and other school leaders have come together to look at the needed changes and supporting resources. This process has been the connection that brings educators from throughout the Valley to a common understanding of what students need to learn.

In each writing cycle it has been recognized that the process of curriculum writing must be collaborative and continuous. Change is constantly affecting the areas of professional learning for teachers, technology use and resources in education, and shifts in mandates from state and federal departments of education. The districts of the Northern Valley Schools are to be commended for their commitment to high quality instruction and their determination to devote resources to teacher learning and collaboration.

The NVCC looks forward to continuing the comprehensive collaborative review and revision of curriculum to meet the needs of all students. The office is confident that the work of educators and the documents produced, contribute to the goal of improving student achievement throughout the Northern Valley Schools.

Acknowledgments

A special expression of gratitude is extended to our administrative assistants and secretaries in the office of Curriculum and Instruction for their efforts in the preparation of this guide for publication. The numerous hours working on the collation of information and their attention to detail and technology skills are most evident in the final product.

A handwritten signature in cursive script that reads "Kathleen O'Flynn".

Kathleen O'Flynn
Director of Curriculum and Instruction

Vision Statement

The mission of the school library media center program is to provide an inclusive environment which promotes a love of reading, and lifelong learning. By preparing 21st century learners to become effective researchers, critical thinkers, problem solvers, and communicators, the Library program is a vital part of the entire school community (“Vision Mission Philosophy,” 2014, p.1).

The Library is an open door “where everyone is a teacher, learner, producer, and contributor.” (Empowering Learners 2009. p 10) The life long learner, the passionate reader, the person with the unquenchable thirst for knowledge, the student that seeks a place to fit in, the library has something for everyone (“Vision Mission Philosophy,” 2014, p.1). It is also a unique instructional site in which certified school library media specialists design and implement instructional strategies to ensure that students master the critical skills for locating, analyzing, evaluating, and utilizing complex literary and informational resources.

Philosophy

The school library media center reflects the goals and objectives of the Northern Valley School District. It contains a variety of resources and literature to “ensure that all learners are skilled users of information in all formats.” (AASL Empowering Learners, 2009, p 11) Through an inclusive environment, all members of the school community may have access and materials to meet individual needs (“Vision Mission Philosophy,” 2014, p.2).

The School Library Media Specialist (SLMS) will work collaboratively to provide meaningful and purposeful lessons. He or she will encourage students to think critically, research effectively, communicate productively, “share knowledge with others,” (AASL Empowering Learners, 2009, p.13) while incorporating goals and objectives of the New Jersey Student Learning Standards and the American Association of School Librarians (AALS) Standards for the 21st Century Learner (“Vision Mission Philosophy,” 2014, p.2).

Under the guidance of the certified SLMS students in the Library Media Center learn to navigate the amount, variety, and diversity of media formats. They acquire information and materials from outside the school through online resources, interlibrary loan, and cooperative agreements with other information agencies. Students are encouraged to advocate for intellectual freedom, practice academic honesty and pursue educational excellence.

The Northern Valley libraries “provide a welcoming common space that encourages exploration, creation, and collaboration between students, teachers, and a broader community. They bring together the best of the physical and digital to create learning hubs. Ultimately, libraries will continue to inspire students to construct new knowledge and meaning from the world around them. (“21st-Century Libraries: The Learning Commons,” 2015).

Different schools have different pacing guides, eg., scope and sequence templates. The various schools in the Valley have different schedules for meeting library classes. Some have scheduled classes, some have flexible schedules, some meet weekly or quarterly. These are year-end benchmarks that will be met by the local district schedules.

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Library/Media Curriculum Committee

Northern Valley Curriculum Guide Accommodations and Modifications for Students

New Teacher Academy and Professional Learning Opportunities:

All teachers new to the Northern Valley participate in the New Teacher Academy. This comprehensive sequence of workshops is designed to support Northern Valley educators with the resources to meet the needs of all learners including English language learners, students receiving special education services, students at risk of failing and students identified for gifted and talented services. In year one of employment educators attend “Getting off to a Great Start and Instructional Skills Seminar,” which is a five-day learning experience with the intent of meeting the instructional needs of all learners. First year teachers also attend “Classroom Leadership” which is a one-day professional development offering designed to teach classroom management skills.

During year two of employment Northern Valley educators attend “Assessment: Strategies for Design” with the goal of honing assessment practices for effective differentiation of learning. This group also attends “Student Collaboration: Supporting Success with NJ Student Learning Standards.” Educators in their second year also select a workshop from our instructional strategies, curriculum connections, social and emotional, or technology strands that best suits their pedagogical needs.

During year three of employment Northern Valley educators attend “Meeting Students Where They Are & Strategies for Growth” which is a full day learning experience that examines instructional strategies to ensure all learners can access skills designated in the New Jersey Student Learning Standards. Third year teachers also engage in one full day elective from the instructional strategies, curriculum connections, social and emotional, or technology strands and engage in an action research activity tailored to the needs of student learning and engagement.

Northern Valley also provides an award winning professional learning program. We offer over 80 full day workshops that take place during the school year. Our workshops allow for varied experiences in the areas of Instructional Strategies, Content Specific, Technology and Social-Emotional Wellbeing. All teachers in Northern Valley are offered a minimum of two full day learning experiences that align with their own professional goals.

Benchmark Assessments:

Teachers of the Northern Valley create grade level and department level assessments - several are utilized for Student Growth Objective target assessments. These assessments are rigorous and include multiple measures from Webb’s Depth of Knowledge chart. Assessments may include portfolios, rubrics, journal assignments, literacy evaluations (i.e. Fountas & Pinnell, Independent Reading Level Assessment), projects, unit tests, or end of course exams. The Northern Valley is also committed to Criterion Reference Tests across schools and in multiple grades.

Special Education:

Throughout the Northern Valley Region special needs students receive a high quality specialized education to meet their individual social, emotional and educational needs. Within each individual school district there are programs designed to meet the needs of students in the “least restrictive environment”. These programs, from least restrictive to most restrictive, include; In-Class-Support, whereby a special education teacher or instructional aide is assigned to assist special education students in the general education classroom and Resource Room replacement, whereby students are

pulled from their general education class for Math or Language Arts to a separate room for small group instruction with a special education teacher. The students who require this level of support, in some cases, receive modified curriculum and differentiated instruction, study guides, extended time on assessments, assistive technology in the form of an iPad or computer programs such as co-writer/word predictor to assist with written assignments. All modifications are stated specifically in a student's Individual Education Plan or IEP to ensure that each student consistently receives the appropriate level of support.

In addition to the programs within the mainstream and/or resource room setting, throughout Northern Valley, districts utilize Region III Regional Programs and Services to meet the needs of special education students with a variety of disabilities. Self-Contained Programs include; Little Tots/Slice, for Pre-School age students, Valley, for primary and upper students on the autistic spectrum, TIP, for students who require social emotional and academic support, ACCESS Program– NVD, Bridge– NVD, and STEP – NVOT. Each school district in Northern Valley is encouraged to support the Regional Program model to ensure that all students receive a high quality, consistent level of education and services. Additional services include occupational therapy, physical therapy, speech therapy, behavior consultation, social skills, and counseling (individual and/or group). These “related services” are provided by Region III specialists certified in their respective fields.

For those students who are more significantly impaired, and a program cannot be provided by their school district or Regional Programs, there are specialized Out- of-District Programs, or “Private Schools”. For these few students programs are researched and suggested by the Child Study Team, CST, in conjunction with the parent(s), to ensure that individual student needs are being met. In most cases these students receive transportation to and from school, specialized equipment, if necessary and all related services as per their IEP at no cost to the parent(s).

English Language Learners

All English Language learners receive instruction in accordance to the state adopted WIDA standards which are as follows:

- English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
- English Language Development Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
- English Language Development Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
- English Language Development Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
- English Language Development Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

<https://wida.wisc.edu/resources>

Growth for these standards are measured annually using the state mandated ACCESS for ELLs assessment.

In general, ELL and ESL students have the following accommodations:

- Use of a paper bilingual dictionary during class and during assessments
- Extended time for all assessments
- Word banks for tests and quizzes,
- Access to teacher-created PowerPoints and notes
- Simplification of requirements (for example, accepting a 2-page paper rather than 5, or Accepting a PowerPoint vs. paper)

In High School, ELL students take their midterms and final exams in the ESL room, where they can get extra time, access to dictionaries and clarification of directions and questions. Alternate assessment locations are also made available as appropriate at the elementary and middle school levels. Finally, the ESL teacher will work out accommodations, in collaboration with the classroom teacher, on a case-by-case basis, depending on the level of the student. For example, for students in need of greater support, teachers may allow those students to use their notes during an assessment, or to take their tests with the ESL teacher in the ESL room so instructions and the expectation for particular questions can be explained. In the case of students with more intensive literacy support, the ESL teacher may actually read the questions and answer choices out loud to students.

The accommodations for NJSLA are much more complex and are spelled out in detail in the NJSLA manual: <https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf>

Gifted and Talented:

The Northern Valley differentiates learning for our high achieving students by providing a specialized setting in each district for students identified as eligible for Gifted and Talented Programming services through the Northern Valley Screening/Identification Process.

In addition to in-district specialized programming, each district also provides out-of-district specialized settings through Outreach or multi-district convocation experiences. For example, all 7th, 8th and 9th grade Northern Valley Gifted and Talented students have the opportunity to participate in the Valley Interdisciplinary Approach Program: Explorations in Team Problem Solving. Other examples may include “Invengineering Expo”, Bergen Brain Busters, Evolution Earth/World Game, Blokus Event, Dare to Fly, etc.

Each district supports their own schedule of Outreach Programming, which may include districts within the Northern Valley, County, or State. Northern Valley administrators and the Northern Valley Curriculum Center provide opportunities for Gifted and Talented staff to work together to develop and implement these curricula.

During the development process, appropriate standards are referenced from the New Jersey Student Learning Standards and the National Association for Gifted Children Gifted Program Standards Pre-K - Grade 12.

Gifted opportunities are also a part of the AP and Honors programs, as well as coursework that comes with awarding of college credits and Cap Stone Projects. Independent study projects are created for the gifted in need of specialized academic opportunities. Specialized co-curricular activities such as Math League, Science Team and Debate Club also allow for extensions of the gifted program.

Students in Danger of Failing

The purpose of the Intervention and Referral Team (I&RS) is to provide in-house professional assistance to an administrator or teacher for a pupil who demonstrates social, emotional or educational problems. The Principal is the chair and primary faculty contact for the I&RS team.

The I&RS committee provides assistance in understanding the pupil's problem(s) in developing strategies, which will, hopefully, help the pupil overcome the problem. The I&RS committee consists of a standing membership panel including the Principal, Assistant Principal, classroom teacher(s), Guidance Counselor, School Nurse, Child Study Team member(s) or any other professional assigned to the building who may have pertinent information regarding a specific student. Parent(s) and/or the student may be asked to participate where it is determined advisable.

When a child encounters a problem, the teacher, after in-class interventions and ongoing parental contact/conferences, may submit a student referral form to the I&RS Committee. The I&RS Committee will convene to review the form and determine if follow-up is warranted. Some or all of the following factors will be considered:

1. Mental Capacity

- a) Ability
- b) Expectancy

2. Academic

- a) Strengths and weaknesses
- b) Test results
- c) Functional levels
- d) Class work and participation
- e) Homework
- f) Learning style
- g) Rate and degree of learning
- h) Abstract thinking

i) Recall ability

3. Emotional

- a) Personality
- b) Needs
- c) Motivation
- d) Overt behavior
- e) Cognition as influenced by affective factors

4. Social

- a) Interpersonal relationships
- b) Participation
- c) General behavior in school, home and community

5. Physical

- a) Visual and auditory acuity
- b) General medical history

6. Work and Study

- a) Classroom behavior
- b) Task orientation/ completion
- c) Independent functioning
- d) Attending behavior
- e) Class participation
- f) Quality of work
- g) Following directions
- h) Organizing work

Intervention and Referral Service Procedure

1. The teacher identifies a student with academic or behavioral difficulties. The teacher communicates concerns to the parents. After informal interventions in the classroom do not appear to be successful, the teacher refers the child to the I&RS Committee.
2. The Principal schedules the first I&RS Committee meeting and notifies attendees: Committee members, parents/guardians, teacher(s), and designated staff.
3. The Principal gathers information from teachers/staff who have information relevant to the identified problem, including the prior year's teacher where relevant.
4. The teacher collects work samples and anecdotal notes to bring to the meeting to illustrate the problem. (Textbooks may also be brought). The teacher will be asked to discuss all interventions/accommodations attempted to date and their results/outcomes.

5. The Principal chairs the scheduled meeting and outlines its purpose: to develop strategies, interventions, and/or accommodations to assist the student in the classroom and/or at home. A time frame to monitor and evaluate student progress with the interventions, strategies, and accommodation is designated. Staff responsible for implementing the intervention, strategies, and accommodations is determined and documented.
6. The Principal will notify the parents/guardians of the meeting outcomes. The teacher and responsible staff will notify/update the Principal within the designated time period about the progress of the interventions. Updates will be shared with Committee members at a follow-up meeting. Parents/guardians may be invited to attend.

I&RS meetings follow a specific format: First, the student's background is reviewed and a main problem is identified. Discussion and analysis of the problem follows its identification. Subsequently, the members of the I&RS Committee list strategies to remedy or alleviate the problem(s). If the parents do not attend the meeting, the intervention plan is subsequently discussed with them.

Problem Solving Model

- 1) Problem Identification
 - a) Teacher tentatively identifies the problem
 - b) Observation by CST member or Guidance Counselor where appropriate
- 2) Data is collected
 - a) Samples of work depicting problem areas
 - b) Discussion
 - c) Problem is clarified
- 3) Intervention
 - a) Brainstorming of interventions
 - b) Development of an intervention plan
 - c) Implementation of the plan
- 4) Teacher evaluation of plan
 - a) Decision regarding further meetings/intervention

After the plan has been in effect for a reasonable amount of time, the I&RS Committee may recommend continuation of the recommended strategies or consider additional/alternative strategies. The student may be referred to the Child Study Team after all building resources have been exhausted and the student continues to demonstrate significant social, emotional, and/or educational difficulties.

If the intended action is a referral to the Child Study Team, Parents are notified and are provided with Notice of Referral, Parental Rights in Special Education and a copy of the strategies already attempted. All information gathered by the I&RS is included in the referral packet.

All questions regarding the I&RS process may be directed to the Principal and/or Committee Chairperson.

Assessments to Support and Monitor the Northern Valley Curriculum

To support the implementation of the curriculum and the monitoring of student learning across each grade level, districts will develop and collect appropriate assessments aligned to state standards.

Locally created formative and summative benchmark assessments are used at all grade levels.

To support this curriculum guide, assessments may include the use of the following but are not limited to this list:

- District level classroom assessments aligned to specific standards.
- Reading Benchmark assessment tools (ie: Fountas & Pinnell, TCRWP reading level assessments, Reading A-Z, Scholastic Independent Reading Assessment)
- Criterion Referenced Tests available to district schools through the Northern Valley Curriculum Center.
- Formative assessments from the NJ DOE support materials (i.e. Model Curriculum)
- Performance assessments from the Teachers College Reading and Writing Project
- (Northwest Evaluation Association) and the related MAP assessments
- Renaissance Learning and Assessment

Districts are encouraged to collect assessment items that support standards and utilize these [educator assessment resources](#).

Scope and sequence template
Course outline/student objectives

Key: **E = Expose/Introduce**

T = Teach

M = Maintain & Apply

S = Support

I. Orientation

Standard/Indicator:

- x Apply subject area New Jersey Student Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects according to context in which skills are taught within this curriculum. See New Jersey Student Learning Standards in Appendix A.
- x Apply Educational Technology Standards according to context in which skills are taught. See Technology Curriculum 2016 in Appendix C.

The students in grades Pre-K to 12 will be able to:

Course Outline – Scope and Sequence	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Understand the role of the media specialist as a teacher and resource person utilizing primary and electronic resources in the following context:														
1. Storyteller	E	E	M	M	M	M	M	M	M	M	M	M	M	M
2. Literature consultant	E	M	M	M	M	M	M	M	M	M	M	M	M	M
3. Reference source		E	E	E	E	E	E	M	M	M	E	M	M	M
4. Research consultant		E	M	M	M	M	M	M	M	M	M	M	M	M
5. Collection developer	E	E	M	M	M	M	M	M	M	M	M	M	M	M
6. Technology consultant		E	M	M	M	M	M	M	M	M	M	M	M	M

Key: E = Expose/Introduce

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I. Orientation - Continued

Standard/Indicator:

- x Apply subject area New Jersey Student Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects according to context in which skills are taught within this curriculum. See New Jersey Student Learning Standards in Appendix A.
- x Apply Educational Technology Literacy Standards according to context in which skills are taught. See Technology Curriculum 2016 in Appendix C.

The students in grades Pre-K to 12 will be able to:

Course Outline – Scope and Sequence	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
B. Demonstrate appropriate and respectful media center behavior														
1. Ethical and appropriate use of property and materials (copyright and plagiarism) NJSLS: Reading 1,7,8 Writing 8					E	T	T	T	M	M	T	M	M	M
2. Ethical and safe use of the Internet and electronic resources NJSLS: Reading 7 Writing 6	E	E	E	E	E	T	T	T	M	M	T	M	M	M
3. Appropriate use and care of materials	E	T	T	M	M	M	M	M	M	M	M	M	M	M
4. Personal Conduct	T	T	T	T	T	T	T	T	T	T	T	M	M	M
C. Utilize circulation procedures efficiently and effectively.														
1. Print		E	E	T	T	T	T	T	T	T	T	M	M	M
2. Electronic, if applicable		E	E	T	T	T	T	T	T	T	T	M	M	M
D. Identify, locate, select, and access print and non-print materials such as: Easy/picture books, Fiction, Nonfiction, Biography, Story Collection, Periodicals, Reference. NJSLS: Writing 2,8 Language 3		T	T	T	T	T	T	T	T	T	T	T	T	T

Key: E = Expose/Introduce

T = Teach

M = Maintain & Apply

S = Support

II. Books: Print and Electronic

Standard/Indicator:

- x Apply subject area New Jersey Student Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects according to context in which skills are taught within this curriculum. See New Jersey Student Learning Standards in Appendix A.
- x Apply Educational Technology Standards according to context in which skills are taught. See Technology Curriculum 2016 in Appendix C.

The students in grades Pre-K— 12 will be able to:

Course Outline – Scope and Sequence	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Identify, locate, and utilize the following: NJSLS: Reading 5,7 Writing 8,9 Language 3														
1. Cover/dust jacket	E	T	T	M	M	M	M	M	M	M	M	M	M	M
2. Title	E	T	T	M	M	M	M	M	M	M	M	M	M	M
3. Author(s)	E	T	T	M	M	M	M	M	M	M	M	M	M	M
4. Illustrator(s)	E	T	T	M	M	M	M	M	M	M	M	M	M	M
5. Spine		E	T	M	M	M	M	M	M	M	M	M	M	M
6. Spine label		E	T	M	M	M	M	M	M	M	M	M	M	M
7. Title page/half title page		E	E	E	T	T	T	T	M	M	M	M	M	M
8. Verso page/"copyright page"		E	E	E	T	T	T	T	M	M	M	M	M	M
9. Publisher		E	E	E	T	T	T	T	M	M	M	M	M	M
10. Place of publication		E	E	E	T	T	T	T	M	M	M	M	M	M
11. Copyright date		E	E	E	T	T	T	T	M	M	M	M	M	M
12. Dedication/credits		E	E	E	T	T	T	T	M	M	M	M	M	M
13. Preface/Forward/Introduction				E	T	T	T	T	M	M	M	M	M	M
14. Table of Contents				E	T	T	T	T	M	M	M	M	M	M

Key: E = Expose/Introduce T = Teach M = Maintain & Apply S = Support

II. Books: Print and Electronic – Continued

Standard/Indicator:

- x Apply subject area New Jersey Student Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects according to context in which skills are taught within this curriculum. See New Jersey Student Learning Standards in Appendix A.
- x Apply Educational Technology Standards according to context in which skills are taught. See Technology Curriculum 2016 in Appendix C.

The students in grades Pre-K— 12 will be able to:

Course Outline – Scope and Sequence	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Identify, locate, and utilize the following: NJSLS: Reading 5,7; Writing 8,9; Language 3														
15. Text						E	E	T	M	M	M	M	M	M
16. Illustrations/Graphics	E	T	T	T	T	T	T	T	M	M	M	M	M	M
17. Captions	E	T	T	T	T	T	T	T	M	M	M	M	M	M
18. Footnotes/Endnotes/Citations								E	E	T	T	T	M	M
19. Index					T	T	M	M	M	M	M	M	M	M
20. Glossary					T	T	M	M	M	M	M	M	M	M
21. Appendix								T	T	M	M	M	M	M
22. Consulted/Works cited*						E	E	T	M	M	T	M	M	M
B. Understand that fiction and nonfiction books (e.g., non-narrative informational texts) can be used as resources for research and class assignments. NJSLS: Reading 1–10; Writing 2,7-9; Language 3-6			E	E	T	T	T	M	M	M	M	M	M	M
C. Understand that fiction and nonfiction books (e.g., non-narrative informational texts) can be used as resources for recreational reading. NJSLS: Reading 1–10; Writing 2,7-9; Language 3-6	E	E	T	T	M	M	M	M	M	M	M	M	M	M

<p>D. Understand that all libraries provide a diverse collection of information presenting many viewpoints. NJSLS: Reading 7; Writing 2,7-9; Speaking 2 Lang. 3-6</p>							T	T	T	T	T	T	M	M
--	--	--	--	--	--	--	---	---	---	---	---	---	---	---

* See Appendix C on page 12

Key: E = Expose/Introduce

T = Teach

M = Maintain & Apply

S = Support

III. Technological Resources

Standard/Indicator:

- x Apply subject area New Jersey Student Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects according to context in which skills are taught within this curriculum. See New Jersey Student Learning Standards in Appendix A.
- x Apply Educational Technology Standards according to context in which skills are taught. See Technology Curriculum 2016 in Appendix C.

The students in grades Pre-K - 12 will be able to:

Course Outline – Scope and Sequence	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Utilize operating systems (Windows, MAC, etc.), as needed NJSLS: Writing 6,8			S	S	S	S	S	S	S	S	S	S	S	S
B. Utilize computer applications and software (databases, spreadsheets, presentations, and work processing), as needed. Writing 6,8; Speaking 4,5			S	S	S	S	S	S	S	S	S	S	S	S
C. Utilize the online public access catalog (OPAC) operations NJSLS: Writing 6,8; Language 6														
1. Perform a basic search by (a) Author, Title, Subject; (b) Keyword			E	T	T	M	M	M	M	M	T	M	M	M
2. Perform an advanced search							E	E	T	T	T	M	M	M
3. Assess search results				E	E	T	M	M	M	M	T	M	M	M
4. Perform Inter-Library Loan search and requests (a) Interpret records (Subjects(s), Author(s), Call Number, Copyright Date) (b) Select relevant records							E	E	T	T	T	M	M	M
D. Utilize electronic resources (e.g., eBooks, apps, etc.) NJSLS: Writing 6,8,9; Speaking 2; Language 3		E	T	T	T	T	T	T	T	T	T	T	T	T

Key: E = Expose/Introduce

T = Teach

M = Maintain & Apply

S = Support

III. Technological Resources - Continued

Standard/Indicator:

- x Apply subject area New Jersey Student Learning Standards (**NJSLS**) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects according to context in which skills are taught within this curriculum. See New Jersey Student Learning Standards in Appendix A.
- x Apply Educational Technology Standards according to context in which skills are taught. See Technology Curriculum 2016 in Appendix C.

The students in grades Pre-K - 1 2 will be able to:

Course Outline – Scope and Sequence	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Understand and utilize single-user and/or networked information resources. (menu bars, help screens, search strategies, print, save, send/attach) NJSLS: Writing 2,6,8,9				E	T	T	T	T	T	T	T	T	T	T
F. Understand and utilize the Internet Writing 6,8,9; Language 3,6														
1. locate			E	T	T	T	T	T	T	T	T	T	T	T
2. evaluate NJSLS: Speaking 2,3			E	E	E	E	T	T	T	T	M	M	M	M
3. print and save			E	E	T	T	T	T	T	T	T	T	T	T

Key: E = Expose/Introduce

T = Teach

M = Maintain & Apply

S = Support

IV. Non-Reference/Circulating Collection

Standard/Indicator:

- x Apply subject area New Jersey Student Learning Standards (**NJSLS**) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects according to context in which skills are taught within this curriculum. See New Jersey Student Learning Standards in Appendix A.
- x Apply Educational Technology Standards according to context in which skills are taught. See Technology Curriculum 2016 in Appendix C.

The students in grades Pre-K — 12 will be able to:

Course Outline – Scope and Sequence	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Identify, locate, select, and utilize materials by Dewey Decimal Classification NJSLS: Reading 5,7,10; Writing 2,7-9; Speaking 2; Language 6														
1. Easy/Picture books (Author’s style; Illustration, Caldecott Medals/other literary awards)		E	T	M	M	M	M	M	M	M	M	M	M	M
2. Fiction/Story Collections (Author’s style, Genre, Newbery Medals/other medals)		E	E	T	T	T	T	M	M	M	M	M	M	M
B. Identify, locate, select, and utilize materials by Dewey Decimal Classification NJSLS: Reading 5,7,10; Writing 2,7-9; Speaking 2, Language 6														
1. Nonfiction/Non-narrative Informational Texts.														
a. Organization by Dewey Decimal Classification system divisions		E	E	T	T	T	T	M	M	M	M	M	M	M
b. Evaluation of information		E	E	E	E	T	T	T	T	T	T	T	T	T

(1) Thinking levels: understanding, application, analysis, synthesis, judgment;														
(2) Criteria: authority, bias, currency, validity					E	T	T	T	T	T	T	T	T	T
c. Newbery Medals/other literary awards					E	T	T	T	T	T	T	T	T	T

Key: E = Expose/Introduce T = Teach M = Maintain & Apply S = Support

IV. Non-Reference/Circulating Collection - Continued

Standard/Indicator:

- x Apply subject area New Jersey Student Learning Standards (**NJSLS**) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects according to context in which skills are taught within this curriculum. See New Jersey Student Learning Standards in Appendix A.
- x Apply Educational Technology Standards according to context in which skills are taught. See Technology Curriculum 2016 in Appendix C.

The students in grades Pre-K — 12 will be able to:

Course Outline – Scope and Sequence	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Biography		E	E	T	T	M	M	M	M	M	M	M	M	M
3. Periodicals: Magazines, Newspapers		E	E	E	E	E	E	S	S	S	E	S	S	S

Key: E = Expose/Introduce

T = Teach

M = Maintain & Apply

S = Support

V. Reference Collection

Standard/Indicator:

- x Apply subject area New Jersey Student Learning Standards (**NJSLS**) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects according to context in which skills are taught within this curriculum. See New Jersey Student Learning Standards in Appendix A.
- x Apply Educational Technology Standards according to context in which skills are taught. See Technology Curriculum 2016 in Appendix C.

The students in grades Pre-K - 12 will be able to:

Course Outline – Scope and Sequence	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Identify, locate, select, and utilize print materials NJSLS: Reading 5,7,10; Writing 2,7-9; Speaking 2; Language 1-6														
1. Dictionaries/Thesauruses		E	E	M	M	M	M	M	S	S	S	S	S	S
2. Almanacs					E	T	T	T	S	S	S	S	S	S
3. Atlases					E	T	M	M	S	S	S	S	S	S
4. Encyclopedias				E	E	T	M	M	S	S	S	S	S	S
5. Collective biographies					E	E	E	T	S	S	S	S	S	S
6. Content areas classified by Dewey											E	S	S	S
B. Identify, locate, select, and utilize electronic reference materials i.e., online databases, Encyclopedias, Gale Virtual Reference Library, EBSCO NJSLS: Reading 5,7,10; Writing 2,7-9; Speaking 2; Language 1-6														
1. Access skills				E	T	T	T	T	T	T	T	T	T	T
2. Search strategies				E	T	T	T	T	T	T	T	T	T	T

Key: E = Expose/Introduce

T = Teach

M = Maintain & Apply

S = Support

VI. Bibliographic Citation

Standard/Indicator:

- x Apply subject area New Jersey Student Learning Standards (**NJSLS**) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects according to context in which skills are taught within this curriculum. See New Jersey Student Learning Standards in Appendix A.
- x Apply Educational Technology Standards according to context in which skills are taught. See Technology Curriculum 2016 in Appendix C.

The students in grades Pre-K -12 will be able to:

Course Outline – Scope and Sequence	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Apply district guideline for bibliographic citations; e.g., Modern Language Association (MLA), American Psychological Association (APA), and others NJSLS: Writing 8						E	E	T	T	T	T	M	M	M

Appendices:

Appendix A – New Jersey Student Learning Standards

www.state.nj.us/education/aps/cccs/lal

Appendix B – Standards 21st Century Learners from the American Association of School Librarians

<http://www.ala.org/aasl/guidelinesandstandards/learningstandards/standards>

Appendix C – Technology Literacy

www.state.nj.us/education/aps/cccs/tech

Appendix D - Matrix

Appendix E – Works Consulted / Works Cited

Purdue Online Writing Lab

“MLA Formatting and Style Guide”

<http://owl.english.purdue.edu/owl/resource/747/01/>

EasyBib <http://www.easybib.com/>

Citation Machine <http://citationmachine.net/index2.php>

Citation Wizard <http://workscited.tripod.com/>